

Vocabulary Learning In Extensive Reading Class: Students' Strategies

Abstract

A number of studies show that second language vocabulary can be learned in reading class using various strategies. However, most of these studies only highlight on the effect of the strategies. This research examined the strategy used by Extensive Reading (ER) learners in Faculty of Language and Art of Universitas Kristen Satya Wacana to learn L2 vocabulary. Ten participants of five ER class took part and the data were collected using interview. The result of this research showed that the participants used three strategies to help them learn L2 vocabulary. Words guessing, the use of the dictionary and note-taking are the common strategies used by learners. In light of the result, the participants shared similar idea of the important role of the lecturer to help them learn L2 vocabulary. The data demonstrated that, on average, the need of the lecturer to learn L2 vocabulary and the strategies used by learners showed the intentional vocabulary learning rather than incidental vocabulary learning.

Keywords: *extensive reading, vocabulary learning strategies, incidental vocabulary learning, teacher's role*

